

Message Text

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PAGE 01 JAKART 13849 120533Z

21

ACTION CU-04

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TO SECSTATE WASHDC PRIORITY 1166

UNCLAS JAKARTA 13849

E.O. 11652: N/A

TAGS: OEXC: COUNCIL OF INTERNATIONAL PROGRAMS FOR
YOUTH LEADERS AND SOCIAL WORKERS
SUBJ: FY '76 CIP PROGRAM

REF: (A) STATE 166258 (B) STATE 262416
(C) HOEBER LETTER TO DONNA CULPEPPER DATED
OCTOBER 20, 1975

CIP HAS APPLICATION FOR FARIDA R TOBRI, POST'S NUMBER
ONE CANDIDATE. SHE IS IN DRUG ABUSE, SO IF REGIONAL FUNDS
COULD BE USED FOR HER GRANT, POST WOULD LIKE TO USE ITS
FUNDS FOR KAYU DUHA. FOLLOWING IS CONTENT HIS APPLICATION
FORM. HE HAS BEEN INTERVIEWED AND POST FEELS HIS ENGLISH
CAPABILITY QUITE GOOD, HIS MOTIVATION GENUINE AND PROFESSIONAL
HIGHLY RECOMMENDED.

1. DUHA KAYU
2. JAN 12, 1940 PLACE OF BIRTH: NIAS, INDONESIA
3. MALE; MARRIED 4. CHILD 1.5 YEARS
5. INDONESIAN 6. INDONESIAN
7. YES; IF POSSIBLE
8. JL. ADINEGORO 2, MEDAN, INDONESIA
9. CHRISTIAN; 10. NONE
11. A. YES; B. APPENDIX OPERATION; C. NONE D. NO;
12. IKIP MEDAN; AUGUST 1, 1962; OCTOBER 2, 1969 (SARJANA
EQUAL TO MASTER DEGREE)
13. 1. EDUCATION OF CHILDREN WITH BRAIN DYSFUNCTION SEMINAR
ON JUNE 1973 IN JAKARTA.
2. GUIDANCE AND COUNSELING SEMINAR ON APRIL 1974 IN MEDAN.
14. INDONESIAN SOCIETY FOR CARE OF DISABLED CHILDREN ;

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JUNE 1, 1970; TEACHER

A. SCHOOL FOR SPECIAL EDUCATION (MENTALLY AND PHYSICALLY RETARDED) NUMBER OF THE PUPILS 106, EACH GROUP CONSISTING OF ABOUT 15. GROUPS: 1. SEVERELY MENTALLY RETARDED (2 GROUPS); 2. MODERATELY MENTALLY RETARDED (2 GROUPS); 3. MILD MENTALLY RETARDED (1 GROUP); 4. SLOW LEARNERS (1 GROUP); 5. PHYSICALLY HANDICAPPED (1 GROUP). GOAL: REHABILITATION OF THE DISABLED CHILDREN ESPECIALLY IN PREPARING SKILLS FOR PLACEMENT AND FUNCTION WELL IN SOCIETY. IN ORDER TO REACH THE GOAL, WE HAVE TO BE AWARE OF AND ABLE TO IDENTIFY THE REINFORCING PROPERTIES OF SUCH AN ENVIRONMENT. REINFORCING PROPERTIES IN THIS CONTENT REFER TO THOSE EVENTS WHICH INCREASE THE PROBABILITY OF A BEHAVIOR OCCURRING BECAUSE OF THEIR (THE EVENT'S) VALUE TO THE CHILD. THE PROPERTIES EXIST IN TWO FORMS: INTERNAL AND EXTERNAL. TASKS OR ACTIVITIES THAT INTEREST THE CHILD, GIVE HIM ENJOYMENT OR SATISFACTION, CONTAIN INTERNAL REINFORCING PROPERTIES. THE EXTERNAL REINFORCING PROPERTIES OF A PRODUCTIVE LEARNING SITUATION ARE A RESOURCEFUL TOOL IN FOSTERING SKILL ACHIEVEMENT. ADDITIONAL EVENTS- THE USE OF MUSIC, SINGING AND ANIMATED STORIES GREATLY ENHANCE THE FLAVOR AND ATTRACTIVENESS OF ANY TASK AND WILL CERTAINLY EVOKE FURTHER INTEREST, CURIOSITY AND RESPONSIVENESS IN THE CHILD.

B. I AM A TEACHER OF ONE OF THE SEVERELY MENTALLY RETARDED. AGE 7 - 12. I WORK WITH THEM INDIVIDUALLY IN GROUP. MY CASE LOAD IS 15 CHILDREN. I TRY TO ACCOMPLISH DEVELOPMENT AND THE FUNCTIONING OF THE CHILD'S ABILITY TO STAND ON HIS OWN AND ARRANGE A LEARNING ENVIRONMENT THAT INCLUDES BOTH INTERNAL AND EXTERNAL REINFORCING PROPERTIES.

15. NONE; 16. YES; 17. YES; 18. YES;

19. GOOD; FAIR; FAIR; GOOD;

20. INDONESIAN

21. NONE; 22. NO; 23. PLAYING PINGPONG.

24. 1. INSTITUTION OF DISABLED CHILDREN - SCHOOL NOT HOSPITAL.

2. COURSES IN SPECIAL EDUCATION APPLYING SPECIFICALLY TO THE MENTALLY AND PHYSICALLY RETARDED.

3. I WANT TO WORK WITH RETARDED AND DISABLED CHILDREN.

24. B. MALE; FEMALE;

MALE; FEMALE;

C. BOTH.

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D. NO, THIS WORK WOULD BE ALMOST EXACTLY THE SAME AS WHAT I DO IN INDONESIA.

E. IF THERE WOULD BE A SECOND OR THIRD CHOICE IT WILL BE THE WORK IN THE FIELD OF GUIDANCE AND COUNSELING FOR YOUNGER STUDENTS.

25. NO. 26. NO.

NEWSOM

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